

Spring 2008 - Building Native Community and Economic Capacity (CD 624)

Course Credits/Hours: 3

Instructor:

John L. Phillips
Adjunct Graduate Faculty
Department of Rural Sociology
South Dakota State University

Contact Information (Home/office):

3508 S. Woods Edge Road
Columbia, MO 65203
Phone: (573)234-2064 – *please, no calls before 8:00 a.m. or after 8:00 p.m. central time.*
Email: johnphillips@mchsi.com

Online Course Site Access:

In the Spring 2008 session, this course is being taught through South Dakota State University (SDSU) using WebCT.

You may access the course via <http://webct.sdstate.edu/webct/public/home.pl>. If you have difficulty in logging in to the course or you do not see the course listed, please contact the *SDSU Support Desk* at 605-688-6776. If you are having any technical difficulties throughout the course, please contact the *SDSU Support Desk*.

Course Overview:

This course will focus on unique approaches to helping Native communities build their community and economic capacity. You will learn to take a participatory, culture-centered, and strength-based approach to community and economic development. Topics will include alternative orientations to community/economic development, community/economic development practice, and challenges and opportunities for tribal community/economic development. You must have successfully completed the Introduction of Native Community Development course or have my approval prior to taking this course.

Course Objectives:

The objectives of this course are to expose you to selected approaches to the unique community/economic opportunities and challenges in Native American governments and communities. This course will provide you with a detailed knowledge of economic conditions within Native American communities, and strategies to develop the community assets or capitals in order to improve the economic conditions of Native communities. Specifically, this course will address the following objectives:

- You will analyze and apply a culture-centered, strength-based, and participatory community development approach.

- You will develop specific skills in applying asset-mapping and appreciative inquiry processes.
- You will have the ability to analyze community settings and implement a strength-based framework to community development.
- You will analyze and apply the community capitals framework for development.
- You will analyze and apply lessons gleaned from case studies in regard to positive community and economic development models.
- You will analyze sovereignty and culture as a mechanism underlying many community development approaches within Native communities.

Required Technology:

This online course assumes a basic operating knowledge of a personal computer, word processing software, electronic mail, the Internet and Web browsing, and file transferring from the Web. At a minimum, you will need the hardware, software and connectivity that will allow you to perform those tasks without technical limitations. You will also need Adobe Acrobat Reader, which is available as a free download, to open “pdf” files. If you have any questions concerning the required technology, please contact me before the start of the course.

Required Course Materials:

You will need to purchase the Kretzmann and McKnight text. It is critical that you purchase your textbook early. Because you may be dealing with independent book providers and shipping times, some students have experienced delays in receiving textbooks in the past.

- Kretzmann, John P., and John L. McKnight. 1997. Building Communities From the Inside Out: A Path Toward Finding and Mobilizing A Community’s Assets. Chicago: ACTA Publications.

Readings from other sources will be accessed via WebCT and/or Web sites. You will examine a number of case studies throughout the course drawn from scholarly journals and professional reports. Readings are subject to change and you can expect other readings to be posted as the semester progresses.

Online Class Netiquette:

You, your fellow students, and I wish to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

Our differences, some of which are outlined in the University’s nondiscrimination policy, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in on-line interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambiance.

Academic Integrity Policy:

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult with me.

Academic dishonesty includes but is not necessarily limited to the following:

- A. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty.
- B. Plagiarism which includes but is not necessarily limited to submitting examinations, themes, reports, drawings, laboratory notes, or other materials as one's own work when such work has been prepared by another person or copied from another person.
- C. Unauthorized possession of examinations or reserve library materials, or laboratory materials or experiments, or any other similar actions.
- D. Unauthorized changing of grades or markings on an examination or in an instructor's grade book or such change of any grade report.

South Dakota State University has taken a strong and clear stand regarding academic dishonesty. The consequence of academic dishonesty ranges from disciplinary probation to expulsion. The full policies are found in Chapter 1 of the Student Code (01:10:25:01 - 1:10:25:04) within the Student Policy Manual.

South Dakota State University's Nondiscrimination Policy:

It is the policy of South Dakota State University not to discriminate on the basis of race, color, creed, religion, national origin, ancestry, citizenship, age, gender, sexual orientation, disability, or Vietnam Era Veteran status in the offering of all benefits, services, and educational and employment opportunities. Discrimination complaints on the basis of sex, including sexual harassment complaints, should be directed to the Office of Diversity Enhancement and Equal Opportunity, Administration Building, Room #217, Phone: (605) 688-6361. Discrimination complaints on the basis of disability should be directed to the Section 504/ADA Coordinator, Administration Building, Room #217, Phone: (605)688-6361 (TT/VOICE (605) 688-4394). Discrimination complaints based on other protected categories should be directed to the Office of Diversity Enhancement and Equal Opportunity, Administration Building, Room #217, Phone: (605) 688-6361.

Accessibility:

If you need accommodations because of a disability, please inform me immediately by e-mail to johnphillips@mchsi.com, or by phone to 573-234-2064.

To request academic accommodations, students must contact the Office of Disability Services, Nancy Hartenhoff-Crooks, Coordinator; Phone: (605) 688-4504; Nancy.Crooks@sdstate.edu; V/TTY: (605) 688-4394; Fax: (605) 688-4987; Office Of Disability Services; Wintrobe 123, Box 2214; SDSU; Brookings, SD 57007. The Office of Disability Services (ODS) works in

partnership to coordinate services with students and employees of SDSU with disabilities. The goal of ODS is to ensure equal access to educational opportunities, programs, activities and employment by promoting a physically and programmatically accessible environment. The ODS Coordinator works with students and employees with disabilities to coordinate reasonable accommodations based on their individual needs.

Course Policies and Procedures:

Although online courses provide some flexibility in scheduling your workload, it is important for you to stay current in the course. Students who fall behind in their assignments are often forced to play “catch up” which reduces the quality of their work and lowers their grades. Past students have misjudged the work effort involved in some assignments and have not been able to make up late assignments.

Assignments are due on the date indicated. Late assignments will be penalized by one point per day late.

All discussion postings for a week are due on date indicated, usually on a Sunday evening. Because discussion postings are most valuable when people are actively involved in a conversation, students will begin to lose discussion points after the due date has passed, at a rate of 1 point per day late.

Inevitably, everyone experiences technical difficulties on occasion. If your computer file becomes corrupted or your computer crashes before an assignment, please contact me as soon as possible to make alternative arrangements. However, technical difficulties do not relieve you of your course responsibilities, and there are preventative steps that you can take to limit your risk. Please backup your work files weekly or even daily. That means copying all your work files to a diskette, CD, or flash drive, and keeping them in a safe place. Also, it is a good idea to e-mail your files to yourself so that they then reside in another computer system. Technology failures often end in sad stories and I will sympathize. But my sympathy will wear thin if your computer appears to crash regularly before assignment due dates.

Grading System:

A = Excellent work (100 – 90 points)

B = Good work (89 – 80 points)

C = Average work (79 – 70 points)

D = Poor work (69 – 60 points)

F = Insufficient/Failed the criteria (59 points and less)

I = Incomplete (*Note: incomplete grades are given when the student has a compelling reason for not completing the coursework, for example, a major illness or family emergency. They are not intended to give students additional time after the semester to complete coursework due to time mismanagement.*)

Course points will be assigned as follows:

- Reading and Discussion = 40 points
- Assignment Part I = 20 points
- Assignment Part II = 25 points

- Assignment Part III = 15 points

Course Work:

Reading and Discussion:

Every weekly lesson will require some reading and discussion. Because you should have time to read and contemplate the material before you begin your discussion, the reading and discussions on a particular topic will typically cover a two-week span. Here's how it will work. Let's say that the topic to be covered is asset-mapping. You will read the material on asset-mapping in Week One, and then discuss it during Week Two. But during Week Two, while you are discussing asset-mapping, you will also be reading for the next week's topic, community capitals approach. This way, except for the very first and last weeks, you will be discussing a topic you read about in the previous week and, at the same time, also reading about a topic to be discussed next week.

There will be 13 discussion topics assigned about readings and the student can earn a maximum of three points per topic, which will total 40 course points (you will receive one point for your Week One introductory biography). Discussion postings are evaluated based on participation level, interaction, and critical thinking, as follows:

- Participation level: 1 point per discussion topic earned if posting(s) address the discussion question(s) in a substantive manner, showing that you clearly gave the question(s) thought and carefully prepared a response.
- Interaction: 1 point per discussion topic if posting(s) respond to your classmates comments in a thoughtful and encouraging way. You should validate your classmate's comment by: 1) demonstrating that you understood what they were communicating, and 2) elaborating on their comments with your own thoughts or perspective. Constructive criticism is encouraged but should be communicated in a positive way.
- Critical thinking: 1 point per discussion topic if posting(s) demonstrate critical thought and/or linkage with the readings (through the use of citations). Critical thought requires the student to use analytical tools such as comparing and contrasting, evaluating, hypothesizing, synthesizing, and so forth. It requires evidence- or theory-based reasoning, not simple opining. This is a graduate-level course, so your critical thought must be at an appropriate level.

So, for each discussion topic, you should post an original comment, and then respond to your peers' comments. Use references to our readings so that your peers and I can connect your thoughts to the material. Think critically.

Also, you will notice some additional readings and discussion questions are listed as optional. If you are interested in the topics and in earning extra credit points, these are available to you.

Assignments:

You will develop an asset map of a selected community, and will incorporate community and economic development approaches discussed in the course. Your asset map will include data from both primary and secondary sources. Part of your assignment responsibilities will include peer-reviews of your classmates' work.

Note that your assignment represents 60 percent of your overall grade, so do your best, and don't fall behind on your assignments.

Specific details regarding the assignment will be posted under an Assignment section. You should read the detailed instructions as soon as possible. The assignment will consist of three primary components and your major assignment checkpoints will be as follows:

- Part I – Individual Capacities: due Sunday, March 2.
- Part II – Local Associations & Organizations, and Institutions: due Sunday, March 30.
- Part III – Findings and Recommendations: due Friday, April 11.

Course Schedule (February 4 – April 11, 2008):

Module 1 (Weeks 1-3): Selected Orientations to Community & Economic Development

Week 1 (Feb. 4 – 10): Welcome and Introductions; Wellness Approach to Community and Economic Development.

Discussion (due by Sunday, Feb. 10):

- *. Who are we? Write a short biographical introduction of yourself and post it on the WebCT Discussion site. Feel free to respond to your classmates.
- 1. Based on the Rogers and Wyman articles, identify and then discuss some general themes of wellness that can be applied to Native communities and to economic and community development contexts.

Reading:

- Rogers, Billy. (2001). A Path of Healing and Wellness for Native Families. *American Behavioral Scientist*, 44(9), 1512-1514. (posted on WebCT).
- Wyman, Sherman M. (1997). A New Vision for Continuing Higher Education: Creating Economic Wellness, *New Directions for Higher Education*, 97(Spring), 5-16. (posted on WebCT).
- Jacobs, Cheryl. (2007). Measuring Success in Communities: Understanding the Community Capitals Framework. *Extension Extra, Community Capitals Series #1*. Brookings, SD: South Dakota State University Cooperative Extension Service. <http://agbiopubs.sdstate.edu/articles/ExEx16005.pdf>.
- Jacobs, Cheryl. (2007). Community Capitals: Cultural Capital. *Extension Extra, Community Capitals Series #3*. Brookings, SD: South Dakota State University Cooperative Extension Service. <http://agbiopubs.sdstate.edu/articles/ExEx16007.pdf>.
- Fruechte, Kari. (2007). Community Capitals: Social Capital. *Extension Extra, Community Capitals Series #5*. Brookings, SD: South Dakota State University Cooperative Extension Service. <http://agbiopubs.sdstate.edu/articles/ExEx16009.pdf>.
- Jacobs, Cheryl. (2007). Community Capitals: Human Capital. *Extension Extra, Community Capitals Series #4*. Brookings, SD: South Dakota State University Cooperative Extension Service. <http://agbiopubs.sdstate.edu/articles/ExEx16008.pdf>.
- Jacobs, Cheryl. (2007). Community Capitals: Political Capital. *Extension Extra, Community Capitals Series #6*. Brookings, SD: South Dakota State University Cooperative Extension Service. <http://agbiopubs.sdstate.edu/articles/ExEx16010.pdf>.
- Jacobs, Cheryl. (2007). Community Capitals: Natural Capital. *Extension Extra, Community Capitals Series #2*. Brookings, SD: South Dakota State University Cooperative Extension Service. <http://agbiopubs.sdstate.edu/articles/ExEx16006.pdf>.
- Jacobs, Cheryl. (2007). Community Capitals: Financial Capital. *Extension Extra, Community Capitals Series #8*. Brookings, SD: South Dakota State University Cooperative Extension Service. <http://agbiopubs.sdstate.edu/articles/ExEx16012.pdf>.
- Jacobs, Cheryl. (2007). Community Capitals: Built Capital. *Extension Extra, Community Capitals Series #7*. Brookings, SD: South Dakota State University Cooperative Extension Service. <http://agbiopubs.sdstate.edu/articles/ExEx16011.pdf>.

Assignment:

Begin working on Part I – Individual Capacities. See Assignments section on WebCT for details. **Due by Sunday, Mar. 2.**

Week 2 (Feb. 11 – 17): Community Capitals.

Discussion (due by Sunday, Feb. 17):

2. In the course assignment (in assignment section on WebCT), there are sources of information on the Flathead Reservation in Montana. Using a community capitals framework and the information sources provided, describe and discuss a specific example of each of the seven capitals on the Flathead Reservation. Make sure to identify the characteristics that lead you to believe it is a particular capital, and discuss why you believe that it provides an opportunity for building the capacity of the reservation community.

Reading:

- Cooperrider, David L., and Frank J. Barrett. (2001). Generative Metaphor Intervention: A New Approach for Working with Systems Divided by Conflict and Caught in Defensive Perception. *Appreciative Inquiry: An Emerging Direction for Organization Development*, D. L. Cooperrider, P. F. Sorensen, Jr., T. F. Yaeger, & D. Whitney (Eds.), Champaign IL: Stipes Publishing L.L.C. <http://www.stipes.com/aichap7.htm>
- Coghlan, Anne T., Hallie Preskill, and Tessie Tzavaras Catsambas. (2003). An Overview of Appreciative Inquiry in Evaluation, In *Using Appreciative Inquiry in Evaluation. New Directions for Evaluation No. 100* (pp. 5-22). San Francisco: Josey Bass. (posted on WebCT).

Additional Reading (optional):

- Patton, Michael Quinn. (2003). Inquiry into Appreciative Evaluation, In *Using Appreciative Inquiry in Evaluation. New Directions for Evaluation No. 100* (pp. 85-98). San Francisco: Josey Bass. (posted on WebCT).

Week 3 (Feb. 18 – 24): Strength-based Approaches to Identifying Community Assets—Appreciative Inquiry.

Discussion (due by Sunday, Feb. 24):

3. Some have criticized appreciative inquiry as naively optimistic. In the concluding chapter to *Using Appreciative Inquiry in Evaluation* (included as optional reading; passage quoted below), Michael Patton notes some of those criticisms. Do you agree or disagree with the criticisms highlighted by Patton below, in view of what you know of Native communities and cultures? Why do you agree or disagree? Be persuasive in either your criticism or defense of appreciative inquiry in a Native context.

“Appreciative Inquiry has been criticized for being unbalanced and uncritical in its emphasis (critics say overemphasis) on accentuating the positive. It may even, ironically, discourage inquiry by discouraging constructive criticism (Golembiewski, 2000). The focus on appreciation can imply an unwillingness to look at weaknesses, problems, and things that are going wrong (p.91).”

Reading:

Beaulieu, Lionel J. (2002). *Mapping the Assets of Your Community: A Key Component for Building Local Capacity-SRDC Series #227, June 2002*. Mississippi State: SRDC.
http://srdc.msstate.edu/publications/227/227_asset_mapping.pdf

Kretzmann and McKnight, Chapter 1 and 2, pp.12-170.

Landsdowne, Michele. (1999). Module Three: Entrepreneurship-Individual, Family, Community. Doug Allard, Allard Trading Post. In *American Indian Entrepreneurs: Flathead Reservation Case Studies* (pp. 31-44). Pablo, MT: Salish Kootenai College. (posted on WebCT).

Module 2 (Weeks 4-5): Community Development Practice – Asset Mapping

Week 4 (Feb. 25 – Mar. 2): Asset mapping – Individual Capacities; Local Associations and Organizations.

Discussion (due by Sunday, Mar. 2):

4. In “Chapter One: Releasing Individual Capacities,” Kretzmann and McKnight highlight various groups such as youth, seniors, people with disabilities, welfare recipients, and local artists. The authors also provide an inventory checklist (pp. 19-25) that one could use in gathering information. From what you know of Native communities, what other unique groups (in addition to youth, seniors, etc.) might be important to community development, and why? What modifications would you propose to the checklist to help capture their unique strengths, and why? Try to link to the Beaulieu reading.
5. In “Chapter Two: Releasing the Power of Local Associations and Organizations,” Kretzmann and McKnight identify various associations and organizations that may be present in communities. From what you know of Native communities, what other unique associational and organizational assets might be important, and why? What would a community map of associations look like in your Native community, and how would your community’s strengths differ from the association list on p. 110?

Reading:

Kretzmann and McKnight, Chapter 3, pp.171-273.

Additional Discussion (optional):

- a. Use an asset-mapping perspective to analyze the first-person account by Doug Allard. For example, describe some of the individual capacities he mentioned. Describe the positive strengths of his community that helped him be successful?

Assignments:

Part I – Individual Capacities due, e-mailed by Sunday, Mar. 2.

Begin working on Part II – Local Associations & Organizations, and Institutions. **Due by Sunday, Mar. 30.**

Week 5 (Mar. 3 – 9): Asset mapping – Local Institutions.

Discussion (due by Sunday, Mar. 9):

6. In “Chapter Three: Capturing Local Institutions for Community Building,” Kretzmann and McKnight define institutions as, “more formal public, private and not-for-profit institutions,” and listed examples as, “schools, parks, libraries, police stations, social service agencies, community colleges, and hospitals” (p. 171). Based on the above

definition and examples, what important and unique institutions might you find in a Native community, and what sorts of assets might they provide to a community development effort?

Reading:

Cornell, Stephen and Joseph P. Kalt. (1993). Where Does Economic Development Really Come From? Constitutional Rule Among the Modern Sioux and Apache. *Harvard Project on American Indian Economic Development*.

<http://www.ksg.harvard.edu/hpaied/docs/PRS93-7.pdf>

Cornell, Stephen. (2000). Enhancing Rural Leadership and Institutions. *Conference Proceedings of the Beyond Agriculture: New Policies for Rural America*. Kansas City: The Federal Reserve Bank of Kansas City, Center for the Study of Rural American.

<http://www.kc.frb.org/PUBLICAT/beyond/RC00Corn.pdf>

Nebraska Sioux Lean Beef – Part A. Harvard Project on American Indian Economic Development. *Harvard Project on American Indian Economic Development*.

http://www.ksg.harvard.edu/hpaied/pubs/documents/NSLB_Part_A.pdf

Nebraska Sioux Lean Beef – Part B. Harvard Project on American Indian Economic Development. *Harvard Project on American Indian Economic Development*.

<http://www.ksg.harvard.edu/hpaied/pubs/documents/LeanBeefPartB.pdf>

Fort Belknap's Community Development Plan — Part A: The Idea That Would Not Go Away (read pp. A-1 to A-28) and Part B: The Process (pp. B-1 to B-20). *Harvard Project on American Indian Economic Development*.

<http://www.ksg.harvard.edu/hpaied/docs/PRSC-5.pdf>

Additional Reading (optional):

North, Douglass C. (1993). Economic Performance Through Time. From *Nobel Lectures, Economics 1991-1995*, Editor Torsten Persson, World Scientific Publishing Co., Singapore, 1997. <http://nobelprize.org/economics/laureates/1993/north-lecture.html>

Additional Discussion (optional):

- a. Discuss how you would incorporate a community capitals approach into conducting asset mapping of local institutions. For instance, what kinds of institutions would be associated with the natural capital of a community? What about financial capital, social capital, and so on?

Assignment:

Peer-review of Part I assignments due, emailed by Sunday, Mar. 9.

Module 3 (Weeks 6-10): Strategies for Native American Economic Development

Week 6 (Mar. 10 – 16): Institutions, Governance and Leadership; Case Studies: Nebraska Sioux Lean Beef, Fort Belknap's Community Development Plan

Discussion (due by Sunday, Mar. 16):

7. Cornell's main points are that, for economic development in Indian Country, "local control matters," "institutions matter," "strategic thinking matters," and "leadership matters." Discuss how each of those four points could influence how a community development

- practitioner works with a Native community. Feel free to link your thoughts to the Apache and/or Oglala Sioux cases. Remember to cite any references.
8. Using the community and economic development approaches discussed in class, evaluate the Nebraska Sioux Lean Beef case study. Choose one or more development approaches and argue how those approaches were, or were not, used in the economic venture. Discuss the implications of the way the economic venture was implemented. Compare and contrast your points with the Fort Berthold case study. Finally, speculate on what you think finally happened to Nebraska Sioux Lean Beef.

Reading:

- Roser, Paul C. (2004). Searching for Salvation and Sovereignty: Blackfeet Oil Leasing and the Reconstruction of the Tribe. In *Native Pathways: American Indian Culture and Economic Development in the Twentieth Century* (pp. 27-51). Boulder, CO: University of Colorado Press. (posted on WebCT).
- Struckman, Bob and Ray Ring. (January 20, 2003). A breath of fresh air. *HighCountryNews.org*. http://www.hcn.org/servlets/hcn.Article?article_id=13658
- Small, Gail. (nd.). The Coal Wars. *Southwest Research and Information Center*. http://www.sric.org/voices/2005/v6n1/coal_wars.html
- Rosenthal, Nicolas G. (2004). The Dawn of a New Day? Notes on Indian Gaming in Southern California. In *Native Pathways: American Indian Culture and Economic Development in the Twentieth Century* (pp. 91-111). Boulder, CO: University of Colorado Press. (posted on WebCT).
- “Special Report: Indian Casinos: Getting It Right. This Tribe Plays for Keeps.” (December 16, 2002). *Time*, Vol. 160, Issue 25. <http://www.time.com/time/covers/1101021216/ncasinotribe.html>
- Prairie Band Potawatomi Nation. (nd.). *A Vision of Development*. <http://www.pbpindiantribe.com/develop.htm>
- Seitz, Mark and Darling, D.L. (2003). The Role of Harrah’s Prairie Band Casino Property in the Area Economy: Jackson and Shawnee Counties in 1998-2001. *C.D. Study Report #212 Final Report*. Manhattan, KS: Kansas State University Research and Extension, Department of Agricultural Economics. <http://www.agecon.ksu.edu/ddarling/D2002/CD%20Study%20Report/CD%20Study%20Report212.pdf>

Additional Reading (optional):

- Barlett, Donald L., Steele, James B. (December 16, 2002). Special Report: Indian Casinos: Wheel Of Misfortune, *Time*, Vol. 160, Issue 25. (posted on WebCT)
- Barlett, Donald L., Steele, James B. (December 16, 2002). Special Report: Indian Casinos: Who Gets the Money?, *Time*, Vol. 160, Issue 25. (posted on WebCT)
- May, James. (December 13, 2002). Gaming leaders denounce magazine slant. *Indian Country Today*. <http://www.indiancountry.com/content.cfm?id=1039787647>

Additional Discussion (optional):

- a. Apply North’s framework to a Native American context. Give examples of tribal institutions and organizations. What type of formal and informal rules are there? How does culture

- and time affect how tribal institutions and organizations operate today? And, how do tribal institutions work with or against the more pervasive U.S. institutions?
- b. What are Cornell and Kalt's argument concerning indigenous and modern forms of Native governance and their implications for economic development for Native American tribes? Do you agree with their thesis? Why or why not?
 - c. Using the community and economic development approaches discussed in class, evaluate the Fort Belknap Community Development Plan case study. Choose one or more development approaches and argue how those approaches were, or were not, used in the economic venture. Discuss the implications of the way that Donovan worked to develop the project. Finally, speculate on what you think finally happened to Donovan's plan.

Week 7 (Mar. 17 – 23): Natural Resource Management: Blackfeet Oil Leasing, Northern Cheyenne Coal Wars; Gaming: Southern California Tribes, Prairie Band Potawatomi Nation.

Discussion (due by Sunday, Mar. 23):

9. The two articles concerning the Northern Cheyenne and coalbed methane provide opposing views of natural resource preservation and natural resource management. The preservationist view is driven primarily by cultural and environmental considerations while the management view is driven more by economic and social factors. While these two positions may seem diametrically opposed, you, as a community development practitioner, have been asked to help the community come together. Where do you see the common ground? How will you begin to build a common vision?
10. The Prairie Band Potawatomi Nation's casino operation has been widely recognized as "getting it right" by Indians and non-Indians alike. What exactly are they doing "right?" And, what would constitute a tribe "getting it wrong?"

Reading:

- Henson, Eric and Luxman, Nathan. (1998). *Tool of Sovereignty: The Crow Commercial Code. Harvard Project on American Indian Economic Development.*
<http://www.ksg.harvard.edu/hpaied/docs/PRS98-4.pdf>
- Adamson, Rebecca, and Juliet King. (2002). *The Native American Entrepreneurship Report.* Fredericksburg, VA: First Nations Development Institute.
<http://www.firstnations.org/publications/NAEntrepreneurshipReport.pdf>.

Further Reading (optional):

- Deweese, Sarah and Lou Florio. (2003). *Sovereign Individuals, Sovereign Nations: Promising Practices for IDA Programs in Indian Country.* Fredericksburg, VA: First Nations Development Institute. Retrieved on April 13, 2006, from:
<http://www.firstnations.org/Publications/IDAPaper1003.pdf>

Further Discussion (optional):

- a. Roser describes the political and cultural dynamics among the Blackfeet regarding collective and individual rights to natural resources and their economic distribution. In your opinion, should natural resources be collectively or individually owned and managed? Discuss the benefits and costs, in terms of sustainable economic development, of per capita payments versus tribal investments.

- b. While Indian gaming has undoubtedly brought economic benefits to some tribes, Rosenthal raises scholarly questions concerning the long-term effect of gaming on tribal culture, society, politics, and economy. He concludes his essay by describing recent developments for the Torres Martinez Desert Cahuilla Indian Tribe. If you were hired as an economic development expert by the Torres Martinez, what advice would you offer regarding their future economic development strategies, and why?

Week 8 (Mar. 24 – 30): Businesses Activity and Entrepreneurship: Crow Commercial Code.

Discussion (due by Sunday, Mar. 30):

11. Both the Crow Commercial Code case and the Native American Entrepreneurship Report discuss structural barriers to business activity and entrepreneurship, such as a lack of a uniform commercial code, no independent judiciary, lack of access to credit, and lack of access to technical assistance. These discussions provide examples of a needs-based approach to community development. What strengths or assets in Native communities might represent “building blocks” for greater business and entrepreneurial activity?

Reading:

Hicks, et al. (2005). *Asset-Building in Tribal Communities: Generating Native Discussion and Practical Approaches*. St. Louis, MO: Center for Social Development, Washington University.

<http://gwbweb.wustl.edu/buder/papers/Asset%20Building%20in%20Tribal%20Communities.pdf>.

Malkin, Jennifer. (2004). *Native Entrepreneurship - Challenges and Opportunities for Rural Communities*. Washington, DC: CFED and Northwest Area Foundation.

<http://www.cfed.org/focus.m?parentid=2&siteid=41&id=62>

Champagne, Duane. (2004). Tribal Capitalism and Native Capitalists: Multiple Pathways of Native Economy. In *Native Pathways: American Indian Culture and Economic Development in the Twentieth Century* (pp. 308-329). Boulder, CO: University of Colorado Press. (posted on WebCT).

Further Discussion (optional):

- a. Based on Dewees and Florio, what are the structural prerequisites for a successful tribal IDA program? In other words, what are the institutional rules (i.e. formal laws and informal cultural norms) and the organizational solutions (i.e., supporting public, private and nonprofit organizations) that need to be present? Why are they important?
- b. Organizations are created to fulfill institutional needs and, in the readings on Native business and entrepreneurship, we saw arguments for the role of independent courts, banks, lenders, and technical assistance providers. Yet, these organizational solutions are typically drawn from non-Native institutional contexts and are then applied to a Native context. Are there uniquely Native organizational solutions to the lack of business and entrepreneurial activity in Native communities? Why, or why not?

Assignment:

Part II due, emailed by Sunday, Mar. 30.

Begin working on Part III – Findings and Recommendations. **Due by Friday, April 11.**

Week 9 (Mar. 31 – April 6): Asset-Building Strategies; Tribal Capitalism.

Discussion (due by Sunday, April 6):

12. A comprehensive strategy such as asset-building involves all levels of tribal communities, as well as federal and state governments, the private sector, and nonprofits. It also requires a long-term, multifaceted approach. The search for solutions to long-standing issues such as poverty has led to some appealing policy proposals, such as IDAs. Yet, Hicks et al., mention 4 core asset-building issues (pp. 14-17) that need to be resolved. How would you help a Native community find answers to those four core issues?
13. According to Champagne, describe the characteristics of “tribal capitalism” and how it differs from the Western capitalist model?

Further Discussion (optional):

- b. The Malkin report highlights that Native entrepreneurship is a multi-faceted policy and implementation issue that involves many factors (e.g. culture, education, technical assistance, access to capital, etc.). Choose any two factors discussed in the report and describe the opportunities and challenges that exist in Native communities in general and in your community more specifically.

Assignment:

Peer-review of Part II assignments due, emailed by Sunday, Apr. 6.

Week 10 (Apr. 7 – 11): Evaluations; Final Assignment; Close.

Assignment:

Complete course evaluation.

Part III due, emailed by Friday, April 11.